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Exploring the Perceptions of EFL Learners on Using Artificial Intelligence Tools – A Survey Based Study

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Abstract: *AI technology is having an increasingly significant impact on learning foreign languages, particularly English, as it develops. It is critical to evaluate English majors' perspectives on the incorporation of AI tools into their English language education. Furthermore, as education in the Kingdom of Saudi Arabia develops in the areas covered by the 2030 vision, using artificial intelligence in the classroom has become increasingly necessary. For a variety of reasons, many Saudi students have trouble acquiring the English language. One of these reasons is that pupils regard traditional English teaching methods to be ineffective and dull. Furthermore, the idea of education in the future has evolved and calls for widespread use of technology in the present scenario. In order to assess the experiences, attitudes, expectations, and worries of English as a Foreign Language Learners (EFLL) regarding the employment of AI tools in their language learning process, the current study used a quantitative research approach and a structured survey questionnaire. The purpose of the study is to find out how Saudi EFL students feel about utilizing artificial intelligence (AI) to enhance English language instruction. The participants are students from a Saudi institution enrolled in undergraduate, diploma, and engineering courses in English. The results reveal the potentiality of integrating AI tools into EFL (English as a Foreign Language) learners' English language instruction.*

Keywords: artificial intelligence (AI), English as a foreign language learners (EFLL), AI Tools, Survey

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INTRODUCTION

Learning English is one of the best ways to expand one's horizons and improve one's professional opportunities. More and more individuals are communicating with people from other origins in English. For speaking, talking, and playing global roles in many other fields, English has become the universal language. Many chances are available to those who are competent in English.

According to English competency Index (EPI), the world's greatest ranking of English language competency, over a billion people speak English as their first or second language, and hundreds of millions speak it as their third or fourth language. English language proficiency makes it easier for researchers, scientists, tourists, and businesspeople to share information. First of all, those who learn English have gotten better jobs, have been able to start larger businesses, and have access to more information available online.

There are now more opportunities for language instruction due to the quick integration of artificial intelligence (AI) in various domains. AI has specifically surfaced in the field of English teaching, providing creative approaches to language acquisition. AI-powered language learning systems have grown in popularity because they give students individualized, engaging learning experiences. These platforms analyze and interpret speech and text using AI technologies like Natural Language Processing (NLP), giving developers insight into how language is produced by learners. AI has also been included into language assessment and evaluation, providing automated systems for language evaluation that can perform comparably to more conventional approaches. These AI-driven evaluation instruments offer quick and impartial assessments of language competency. But incorporating AI into English instruction also presents moral considerations that need to be addressed. It's critical to make sure AI-driven solutions are evaluated and implemented appropriately, including protections against abuse.

Artificial intelligence's (AI) quick development has had a big impact on education, among other areas. To improve education, AI techniques are being included into language learning more and more (Chen, Chen, & Lin, 2020). AI-powered applications for teaching English as a foreign language (EFL) provide individualized, adaptable, and interactive learning experiences. These are especially helpful in areas where access to high-quality educational resources is scarce. By offering chances for autonomous learning, adaptive learning paths, and real-time feedback, artificial intelligence (AI) tools like as Grammarly, Duolingo, and ChatGPT have shown promise in enhancing language acquisition (Rios-Campos et al., 2023; Paek & Kim, 2021).

For EFL students to maximize learning outcomes, they must be aware of AI tools. With practice in a relaxed setting and real-time feedback, students who know how to use these tools well can improve their language proficiency, including grammar and pronunciation (Qiao & Zhao, 2023). Additionally, being aware of AI tools helps students acquire self-regulation, which enables them to set learning objectives, track their progress, and modify their approach in response to AI input. These abilities are critical for fostering autonomy and lifelong learning habits (Qiao & Zhao, 2023). The awareness, frequency, and preferred applications of Saudi EFL students about the use of AI tools.

But issues like false beliefs about AI's potential and possible over-reliance on technology need to be addressed. Teachers must give kids instruction that supports them critically evaluate AI-generated content and use these AI tools responsibly. Furthermore, by tackling the particular difficulties that students and teachers encounter in conflict-affected areas like Saudi Arabia, AI tools have the potential to greatly improve education there. For instance, despite infrastructure limitations, AI apps that may be downloaded through widely used mobile devices allow for autonomous, customized learning. Despite these potential benefits, AI adoption faces several sociocultural and logistical barriers, like limited AI awareness, insufficient institutional support, and gender norms potentially restricting technology access for females in some areas (Amrani et al., 2023).

Benefits of Learning English are several:

- Self-esteem will increase as English proficiency increases.
- When finally understand something been trying to master, it feels fantastic.
- • Gaining proficiency in English helps one advance to the watchdog's professional body, attend conferences, and stay up to date on industry advancements.
- Learning a new language prevents authority from being removed, just as memory does.
- Learning English increases access to a wider range of perspectives and international information sources. English is utilized in more than half of all online articles, and it is the language used in all major scientific journals published worldwide.
- One is less dependent on tour guides and interpreters and can travel the world independently.
- It enables the acquisition of the English language. guests from other places, and the scope of one’s experience and cultural understanding.

Stay Motivated and Enthusiastic while Learning English

Underestimating the time required to learn English is one of the most frequent errors people make. Children are said to be natural language learners, but they don't even begin to create sentences until they are two years old. The purpose of learning English is long-term. Have patience. Although it might be quite difficult to maintain motivation over months or years, mastering English is crucial. This is supported by a vast amount of research.

Building specialized systems that replicate human abilities is the aim of artificial intelligence (AI), a complex and multifaceted field of computer science. Since its inception in the mid-1900s, artificial intelligence—one of the most advanced technology fields—has had an impact on many aspects of daily life and a variety of sectors.

The notion of artificial intelligence: Artificial intelligence can create and carry out activities that require human intelligence. Learning from experience, reasoning, comprehending natural language, and making right decisions are some of these activities. There are two primary categories of artificial intelligence: broad artificial intelligence, which is mathematically engineered to reach a degree of general intelligence, and narrow artificial intelligence, which is involved in carrying out a specific activity like differentiating between distinctions or watching distinctive films with intelligence that can handle a wide range of tasks as humans do.

The Era of Artificial Intelligence:
The early research of theorists like Alan Turing and John McCarthy in the 1940s and 1950s is where the history of artificial intelligence begins. One step in assessing electronic intelligence is the Turing experiments, which are part of the "Turing test" idea for artificial intelligence. At the 1956 Dartmouth conference, which selected a children's beginning for the field, McCarthy first used the term "artificial intelligence."

Since then, artificial intelligence (AI) has witnessed many brilliant and hopeful developments, with certain AI systems being noteworthy and others encountering difficulties. Natural language and computer vision have seen tremendous advancements as a result of the substantial growth in research throughout time, particularly in the area of learning.

Fundamental components:
A range of instruments and methods are included in artificial intelligence technology. Learning is one of the most noticeable of these characteristics, where algorithms gain knowledge from data and gradually enhance their performance. Learning, which is based on several artificial deep networks, is a sophisticated learning method that produces excellent results in fields including voice interaction, picture analysis, and translation strategy.

Artificial intelligence applications include:
Artificial intelligence has a wide range of uses in our daily lives, from digital assistants like Siri and Alexa to medical devices that diagnose illnesses to self-driving automobiles that are shaping the transportation of the future. In big data analysis, business growth, and e-commerce, artificial intelligence is also being utilized to enhance the client experience.

Future and Challenges:
In spite of its many successes, artificial intelligence still confronts a number of difficulties, such as privacy and security concerns as well as differences in the openness and control of electronic decision-making. doing research and development in several disciplines, with an emphasis on more secure artificial intelligence systems that can collaborate with people in a variety of ways.

Artificial intelligence, according to a conference, is a dynamic topic that is developing quickly and has the potential to significantly alter both our daily lives and the society in which industries are situated. Success in this area will therefore influence human interaction and a new, strong future.

1. AI The following materials and tools can help English language learners get better at the language:
   - Duolingo: gamified instruction in speaking, listening, grammar, and vocabulary.
   - Babbel: Emphasizes practical language use and real-world conversation.
   - Memorise: Makes use of spaced repetition to create films that immerse users in the language and expand vocabulary.
2. Translators & Dictionaries:
   - Merriam-Webster: English dictionary with pronunciation and word usage examples.
   - Cambridge Dictionary: Great for learners, with easy-to-understand definitions and usage.
   - DeepL: High-quality translator, especially for nuanced text.
3. Grammar & Writing:
   - Grammarly: Corrects grammar, spelling, and punctuation in writing.
   - Purdue OWL: Comprehensive resource for English grammar, style, and formatting.
   - Hemingway App: Helps simplify writing and improve clarity.
4. Language Exchange Platforms:
   - HelloTalk : Connects learners with native speakers for language practice.Tandem: Offers conversation exchange with native speakers from around the world.
   - Italki: One-on-one lessons with professional teachers or language partners.
5. YouTube Channels:
   - BBC Learning English: Provides lessons on various aspects of English.
   - English Addict with Mr. Duncan: Fun and engaging videos focused on different topics.
   - English with Lucy: Offers lessons on pronunciation, vocabulary, and common mistakes.
6. Podcasts & Audiobooks:

- The English We Speak (BBC): Short episodes teaching common expressions.
- ESL Pod: Covers conversational English and explains phrases and idioms.
- Audible: Offers audiobooks in English with options to slow down playback.

7. Online Communities:
   - Reddit's r/English Learning: A community of learners sharing tips and asking questions.
   - Word Reference Forums: A forum for asking language questions, especially grammar and usage.

The study finds each of these tools provides a unique way to practice and enhance English skills, whether through vocabulary building, grammar, conversation practice, or writing improvement.There are numerous significant benefits of using AI systems for English language acquisition.

1. Personalized Learning: By adapting lessons to learning preferences and level of expertise, AI tools can assist concentrating on areas of most need for development.
2. 24/7 Accessibility: Without depending on professors or conventional classes, AI-powered platforms enable to practice English whenever it suits one's schedule.
3. Instant Feedback: Artificial intelligence (AI) tools can rapidly fix grammar, spelling, and sentence structure mistakes and provide ideas for improvement, which speeds up learning.
4. Interactive Practice: By simulating real-world interactions and providing speaking practice, AI can assist students in honing their listening, fluency, and pronunciation.
5. Diverse Learning Resources: AI systems provide a vast array of educational resources, ranging from grammar exercises and vocabulary-building games to reading comprehension and writing practice.
6. Progress Tracking: Many AI tools track progress over time, helping understand improvement and stay motivated.
7. Cost-Effective: AI-based learning platforms are often more affordable than traditional lessons or tutors, offering high-quality education at a lower cost.

These advantages make AI a powerful resource for improving English language skills efficiently and flexibly.

Vocabulary Building Apps:

- Anki: Uses flashcards to help memorize new words.
- Quizlet: Another flashcard app with a community where can access pre-made decks.

Websites:

- Vocabulary.com: Learn new words through quizzes and usage in context.

- Merriam-Webster: Daily word suggestions and quizzes.

Grammar and Writing

- Grammarly: Provides grammar, punctuation, and style suggestions as written.
- Hemingway App: Highlights complex sentences and offers suggestions for clearer writing.
- ProWritingAid: Offers in-depth grammar checks and writing improvements.
- Ginger Software: Provides advanced grammar correction and sentence rephrasing.

Speaking and Pronunciation

- Speechling: A platform where one can practice speaking and get feedback from native speakers.
- Elsa Speak: Uses AI helps to improve pronunciation.
- Forvo: A pronunciation guide with recordings from native speakers around the world.
- Google Translate: The voice feature lets practice pronunciation and compare it with the correct form.

Listening and Comprehension

- Podcasts: ESL Pod: A podcast designed for English learners.
- The English We Speak (BBC): Short episodes focusing on everyday idioms and phrases.

Audiobooks:

- Audible: Listen to books in English to improve comprehension and pronunciation.
- LibriVox: Free public domain audiobooks in English.
- TED Talks: Great for listening practice with a variety of topics and accents**.**

Reading and Comprehension

- News in Levels: Simplified news articles in English at different difficulty levels.
- LingQ: A platform where one can read articles, stories, and books with vocabulary help built in.
- Project Gutenberg: Offers thousands of free eBooks in English for reading practice.

Interactive Practice (Speaking, Writing, Listening, Reading)

- Duolingo: Gamified English learning through reading, writing, listening, and speaking exercises.
- Babbel: Offers structured lessons focusing on conversational English.

- Busuu: Provides lessons and practice with native speakers through an integrated community.
- italki: Connects learners with native speakers for language exchange or tutoring sessions.

Community Platforms

- HelloTalk: A language exchange app that connects with native English speakers.
- Tandem: Another language exchange platform where one can chat, voice, or video call native speakers.
- Reddit: Subreddits like r/EnglishLearning or r/grammar offer tips, advice, and discussions.

Writing Practice

- Lang-8: A community where native speakers correct written posts in English.
- Write & Improve (by Cambridge): Submit writing and receive feedback on grammar and style.

Grammar and Language Learning Communities

- Stack Exchange – English Language Learners: A Q&A platform where learners can ask about specific language problems.
- Quora: A platform where one can ask specific English-related questions and get answers from experts or native speakers.

Translation Tools

- DeepL Translator: Offers translations with a focus on nuance and natural flow.
- Google Translate: Widely used, though it works best for simpler translations.
- Reverso: Great for understanding contextual translations, idiomatic expressions, and phrases.

Games for Language Learning

- Words With Friends: A multiplayer word game to enhance vocabulary.
- Scrabble Go: A digital version of Scrabble for word-building.
- Memrise: Uses spaced repetition and memory techniques to help learning vocabulary through games.

Online Courses

- Coursera: Offers English learning courses from universities.
- edX: Provides free and paid English courses, including grammar, writing, and business English.
- Future Learn: Another platform for structured courses in English.

Using these tools regularly helps to improve different aspects of English skills over time. The key is to use a combination of speaking, listening, writing, and reading tools for a well-rounded approach.

Background of the Study

As it pursues its main objective of economic diversification and substantial social reform, Saudi Arabia seeks to prepare the next generation of Saudis to be productive workers in a market-driven economy. As Saudi Arabia's tech-savvy youth embraces technology-enabled learning and teaching, universities and other educational institutions are utilizing AI-powered learning and teaching to accomplish this goal.

Saudi Arabia faces numerous challenges in putting AI into practice. Economic issues, infrastructure limitations, and societal barriers—such as gender preconceptions that prevent female students from accessing technology—complicate the integration of AI tools (Amrani et al., 2023). Even before the current crisis, Saudi Arabia's educational institutions were beset by low digital literacy, antiquated instructional materials, and inadequate technology infrastructure (Amrani et al., 2023).

Additionally, faculty opposition resulting from traditional teaching methods and a lack of familiarity with digital tools poses additional hurdles, even though students may be receptive to technology-based education (Amrani et al., 2023). Access is further hampered by the high price of AI platforms and erratic internet availability, especially for students in rural areas (Aldholay et al., 2018).

Given these particular socioeconomic and infrastructure challenges, it is crucial to comprehend how Saudi EFL students perceive and use AI tools in order to develop effective approaches for integrating these technologies into the educational system. This study aims to explore how AI can assist students in this poor area in overcoming educational barriers, with an emphasis on the impact of demographic factors such as gender, age, and academic status on access to and attitudes toward AI technologies.

The findings are expected to provide legislators, educators, and university administrators with useful information that will enable them to overcome obstacles and apply AI to improve language learning outcomes. Furthermore, studying AI adoption in Saudi Arabia provides a valuable viewpoint that is neglected in the literature on technology-enhanced language instruction, with possible local and international ramifications.

Statement of the Problem

As the technology becomes more widely used in both domestic and foreign educational institutions, AI-powered learning and teaching are becoming more and more significant in higher education. Numerous studies have been conducted on the use of AI in EFL

classrooms. Studies addressing Saudi EFL learners' perceptions of AI-powered learning in EFL classes, however, appear to be lacking. Therefore, the purpose of this study is to learn more about their beliefs, attitudes and perceived obstacles to the incorporation of AI in English language instruction and study.

Research Purpose Statement

This study aims to examine Saudi EFL learners' opinions, attitudes and the challenges to the adoption of AIpowered learning and teaching in EFL classrooms in Saudi Arabia.

Research Questions

Considering these points, the study addresses the following research questions:

1. To what extent are artificial intelligence (AI) tools for language learning available and utilized by Saudi EFL students?
2. How frequently and in what situations do Saudi EFL students use artificial intelligence (AI) tools to aid in their English language learning?
3. Which particular AI tools are most commonly used by Saudi EFL students, and what characteristics do they prefer?
4. What are the benefits and challenges of using AI tools in language acquisition, according to Saudi EFL students?
5. How do Saudi EFL students consider AI-enabled education?
6. What are the challenges confronting AI-powered learning and teaching in Saudi Arabia?

Significance of the Study

Since it aims to increase understanding of the integration of AI tools in Saudi EFL learning environments, this work is significant. The study may give educators, curriculum designers, and policymakers crucial information to assist them make well-informed decisions on how best to promote students' adoption and use of AI technology by identifying potential gaps in students' knowledge and usage of these tools. The study also aims to improve language acquisition methods and ensure that AI is applied in a way that satisfies learners' needs in order to improve their language learning experience by evaluating the effectiveness of AI tools from the perspectives of students.

The Study's Limitations

It is critical to acknowledge certain limitations of this research. The study relied on instructors' self-reported data because it was survey-based, which may not fully capture the complex reality of conflict situations.

Additionally, the views of educators and other education stakeholders—including teachers—were ignored. The cross-sectional character of the data further precludes establishing causality and analyzing changes over time. Furthermore, the study's findings could not be applicable in other contexts with distinct infrastructure, conflict stages, or technological developments because it was restricted to a particular conflict-affected area.

Reaching a representative sample of pupils across Saudi Arabia's diverse landscape presented practical challenges.
More thorough mixed-methods study addressing these constraints would produce an even more comprehensive knowledge of technology's role in conflict-impacted education, even though it would still yield insightful information.

LITERATURE REVIEW

The potential of technology to improve learning outcomes, raise student engagement, and change teaching methods has led to a considerable increase in interest in using it to improve education in recent years. Around the world, classrooms have adopted a range of digital resources (Jumman et al., 2024; Vinita & Soni, 2024). Specifically, through individualized practice opportunities that supplement traditional training, artificial intelligence (AI) technologies hold promise for the development of critical language abilities (Rusmiyanto et al., 2023; Song & Song, 2023; Obari & Lambacher, 2019).

However, due to budgetary constraints and ethical concerns about data protection and digital inclusion, access to AI-driven solutions continues to be difficult in areas with limited resources. As edtech gains popularity around the world, it's critical to comprehend how different In order to optimize their educational benefits in an equitable manner, technologies are being embraced in a variety of socioeconomic circumstances. Higher education institutions (HEIs) require assistance in implementing these innovations as educational institutions around the world continue to increase their use of technology to improve learning quality and accessibility. (Alazam and others, 2023). The next literature review summarizes relevant studies on the use of e-learning, artificial intelligence (AI) in education, and technology-based education (TBE), with an emphasis on the possible benefits and difficulties in Yemen's educational setting. In particular, it examines research on the global applications of technological tools like artificial intelligence (AI) and e-learning, together with significant lessons learned, to offer insightful information on the barriers to HEIs' adoption of educational technology. Adding viewpoints enhances comprehension of tech-enabled instruction in underfunded environments, a topic that isn't well-represented in the research at the moment. Research on technology-based education (TBE) in higher education institutions (HEIs) reveals significant challenges.

Although students were receptive to e-learning, Amrani et al. (2023) discovered that implementation was hindered by elements such as inadequate infrastructure, scarce resources, and low faculty digital literacy. The adoption of e-learning is also hampered by social ideas, income restrictions, and inadequate infrastructure, according to Al-Azam et al. (2023). Cultural disparities, technological limitations, and a dearth of supportive educational policies were identified as obstacles by Ahmed and Zaini (2022).

E-learning in Yemen is still in its infancy, according to Bilal and Syeliya (2022), who also emphasized the need for better access to technology, encouragement, and supporting educational policies. According to their study, incorporating technology-based solutions can improve students' learning experiences and identified crucial elements for a successful e-learning implementation. Nonetheless, some study indicates that there are prospects.

Technology has shown to be a useful informal learning aid for Yemeni undergraduate students studying the language. In 2021, Bin-Hady and Al-Tamimi carried out a mixed-methods investigation into the use of technology to improve EFL learners' English proficiency. Undergraduates used four main tech-based techniques, according to the researchers: using social media, visiting websites, networking through online platforms, and taking inspiration from role models. Although vocabulary growth outpaced improvements in grammar and pronunciation, these methods significantly enhanced speaking, listening, and reading skills. The study provides curriculum architects with useful insights on enhancing language acquisition at universities by utilizing technology both inside and outside the classroom. It also emphasizes the integration of technology into formal curricula to support informal tactics. Similarly, Wagdi et al. (2021) examined informal learning methods and found that EFL students used technology-based strategies to improve their English language skills outside the classroom.

This study emphasizes how incorporating technology into teaching methods can promote self-directed learning. A potential remedy for many of the issues Yemeni higher education institutions face is cloud computing. Adopting cloud models may improve educational delivery by providing scalable and affordable virtual resources, as Saleh et al. (2018) pointed out. By offering remote, on-demand access to IT solutions, the cloud enables academic institutions to get around the constraints of physical infrastructure. Thirteen key elements from the organizational, technological, environmental, and personal domains were shown to have an impact on universities' adoption of cloud computing.

IT professionals' validation of these elements produced a conceptual framework that might facilitate a successful cloud deployment. The researchers came to the conclusion that by overcoming financial and technological limitations, cloud adoption may assist ease the limits in the education sector infrastructure obstacles by means of virtualization. An exploratory study conducted by Almekhlafi et al. (2018) among university practitioners revealed a high degree of awareness regarding the significance of cloud computing. But once major obstacles like cost, internet speed, privacy concerns, and lack of application skills were addressed, colleges said they would be prepared to embrace cloud technologies. As a result, the two studies stated above both emphasize the potential benefits of the cloud and the challenges that need to be overcome for successful integration in Yemen's higher education system. E-learning has become a game-changing strategy, particularly in

environments with limited resources like colleges. The factors influencing public universities' adoption of e-learning were examined by Al-Azam et al. in 2023.

To investigate behavioral intentions regarding e-learning, 250 students were questioned using the DeLone and McLean method. Intentions to participate in e-learning were highly influenced by perceived utility, service quality, information quality, and ICT infrastructure. Furthermore, the connections between these characteristics and intention were mediated by user satisfaction and attitude toward e-learning. To encourage higher adoption of e-learning, the report advised governments to concentrate on enhancing ICT infrastructure and service quality. Artificial Intelligence (AI) possesses the potential to revolutionize education systems through addressing individual differences and personalized learning experiences. Al-Hawari and Al-Jamali (2022) examined AI's role in empowering primary students in Yemen. After surveying 26 AI experts, the study found AI could markedly enhance outcomes via smart content, intelligent systems, and customized learning. Recommendations included establishing an AI center within Ministry of Education to train educators in AI technologies, as well as introducing awards for students and schools effectively utilizing AI to incentivize innovation and use.

A central challenge in adopting e-learning is guaranteeing alignment with students' needs and existing technological infrastructure. Isaac et al. (2019) explored how compatibility and task-technology fit (TTF) influence successful online learning adoption. The study applied the DeLone and McLean IS Success Model to evaluate the influence of system, service, and information quality on compatibility with students' requirements. Results indicated compatibility notably impacts user satisfaction and actual usage, subsequently affecting task-technology fit and ultimately performance outcomes. The study placed a strong emphasis on making sure e-learning resources work with the pedagogical and technological environments of universities. The promise and challenges of incorporating technology into Saudi Arabia's educational system are both highlighted in this literature. Although cloud computing, e-learning, and artificial intelligence (AI) present encouraging alternatives, there are still many unanswered questions about how these tools might be used to improve language acquisition, especially in settings with limited resources. By investigating how EFL students view and use AI tools, the current study seeks to close these gaps and provide information that can guide more successful and equitable teaching methods.

The knowledge, attitudes, and viewpoints on artificial intelligence (AI) of King Saud University’s undergraduate pharmacy students were examined by Syed & Al-Rawi (2023) in a cross-sectional online questionnaire survey was conducted utilizing sample techniques to gather information from King Saud University College of Pharmacy senior pharmacy students. The vast majority of students had favorable ideas on the principles, advantages, and applications of artificial intelligence. The views of students regarding the use of

artificial intelligence in healthcare education were investigated by Buabbas et al. (2023). An online questionnaire was used to gather data for a cross-sectional research of medical students enrolled at Kuwait University's Faculty of Medicine between June 2021 and November 2021. According to the findings, the majority of students had favorable thoughts regarding the use of AI in language training. The discovery has significant ramifications for how AI will undoubtedly influence medicine in the future and enhance healthcare offerings.

In their comprehensive study of K–12 AIEd (Artificial Intelligence in Education), which covered 169 works from 2011–2021, Crompton, Jones, and Burke (2022) looked at the sharp increase in AIEd over the previous ten years. Negative experiences, low technical proficiency among teachers and students, and problems with the effectiveness and design of AI tools were among the difficulties identified by the grounded coding. The views of physicians and students on the use of AI in healthcare were examined by AlZaabi, AlMaskari, and AalAbdulsalam (2023). Students and medical professionals received an email containing a link to an online survey. The study found that one of the most common challenges with AI was that it could not offer opinions in unanticipated circumstances.

METHODOLOGY

This study seeks to explore the perceptions of EFL Learners on using artificial intelligence tools in languages learning. Both quantitative and qualitative methods are used in the research technique, and participants' primary data is gathered via a standardized questionnaire. Both quantitative and qualitative methods are used in the research technique, and participants' primary data is gathered via a standardized questionnaire.

Participants

The study focusses on Saudi Arabian undergraduate students enrolled in Prince Sattam Bin Abdul Aziz-affiliated colleges in the first semester of the 2024–2025 academic year, regardless of their age or gender. The study includes both male and female students.

Study Design

The study uses a cross-sectional design because of the short time frame of one semester.

Study Location

The study is conducted in selected college in Wadi Addawasir , Kingdom of Saudi Arabia.

Study Duration

The research spans from September 2024 to December 2024.

Sample Size

The sample size for this study consists of 60 students.

Sample Size Calculation
All students willing to participate in the study are selected.

Subjects & Selection Method
Universal sampling has been used as the selection technique.

Inclusion Criteria
The inclusion criteria for participants are as follows:
1. Students from all departments
2. Either sex

MATERIALS AND METHODS

The structured questionnaire is designed to explore the perceptions of EFL Learners on using artificial intelligence tools in languages learning.
An online survey platform will be used to collect data, guaranteeing participant privacy and response confidentiality. Participants will be given the opportunity to withdraw at any moment, and informed consent will be acquired before participation begins.

The questionnaire includes the following sections:
Demographics: Age and gender are collected to provide context and enable analysis of potential differences in communication experiences and attitudes among different age groups and genders.
2. **Self-assessment:** Participants are asked to rate their feelings and abilities regarding speaking in the classroom, confidence during presentations, fluency in expressing ideas, and whether they consider themselves good communicators. This section helps understand the participants' self-perception and areas where they might struggle.
3. **Classroom experience:** Questions related to opportunities to use AI tools in their English classes, speaking activities.
4. **Open-ended questions**: At the end of the questionnaire, participants are asked to share their suggestions about the improvements for AI tools in English learning . These enquiries give participants the chance to contribute details that the closed-ended questions might not have addressed.

By using this questionnaire, the researchers are able to collect important information about the function of verbal communication in overall development and pinpoint important elements that support the growth of effective communication abilities. The results can be used to better understand the difficulties faced by students and to guide the development of educational programs and treatments meant to improve verbal communication skills.

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Section-1

Age: This question aims to collect demographic information about the participants' age**.** By dividing the age groups into ranges (16-20, 21-25, 26-30, and above 30), the researcher can analyze differences in communication skills, experiences, and attitudes across different age groups.

Gender: The researcher can examine possible disparities in male and female communication experiences and attitudes by using the gender information gathered from this question.

Position: It implores their position as to what their occupation is.
English Proficiency: It aims to find out their proficiency level in English.

Section-2

Q.1. **How long have you been learning English?** This question measures the time the participants have been learning English language.

Q.2. **Have you used any AI tools in your English learning process?** This question explores whether they have had any experience using AI tools to help them learn English. It seeks to know if they have incorporated AI technology into English learning activities and, if so, which tools or applications they have used.

Q.3. **Which AI tools have you used?** This question is asking to name or identify the specific AI tools they have used in English learning process. It seeks to understand which particular applications, platforms, or technologies have tried for improving their English skills.

Q.4. **How often do you use AI tools in your English learning?** This question evaluates the times that participants use AI tools in their classes.

Q.5. **Which aspect of your English learning do you use AI tools for the most?** This question is asking which specific part of English learning process benefits the most from using AI tools. It might be referring to aspects such as improving vocabulary, grammar correction, practicing conversation, understanding pronunciation, reading comprehension, writing assistance, or any other area where AI tools help them the most in learning English

Q.6. **How effective do you find AI tools in improving your English skills.**

This question intends to find the participants' opinion on how well AI tools help enhance English skills. It seeks to understand assessment of the effectiveness of AI tools in areas like grammar, vocabulary, pronunciation, writing, reading comprehension, and overall language proficiency.

Q.7. **How comfortable are you with using AI tools for English learning?**

This question tries to discover their level of ease and confidence when using AI tools to learn English. It aims to understand how comfortable they feel incorporating these tools into their learning process.

Q.8. **Would you recommend AI tools to other English learners?** This question aims to know whether they would advise other people to use AI tools. It seeks to know if they think

AI tools are beneficial enough in their experience to suggest them to others for improving their English skills.

9. **Do you think AI will play a bigger role in English learning in the future?** This question implores their opinion on whether they believe the role of AI in English learning will increase over time. It seeks to understand if they think AI technology will become more prominent and influential in the way people learn English in the future.

Section 3

10. **What improvements would you suggest for AI tools in English learning?** This question aims to find their ideas on how AI tools for learning English could be made better. It seeks to understand what features, functions, or aspects they think could enhance to improve the effectiveness, usability, or overall experience of using AI tools for English learning.

DATA ANALYSIS/ FINDINGS

The present study tries to explore the perceptions of EFL Learners on using artificial intelligence tools in languages learning. 60 participants belong to College of Arts and Sciences at Wadi Addawasir. The questionnaire is divided into three sections- personal profile, closed questions and an open question.

Section-1-Personal Profile

Age:

The results of the section-1 is as follows

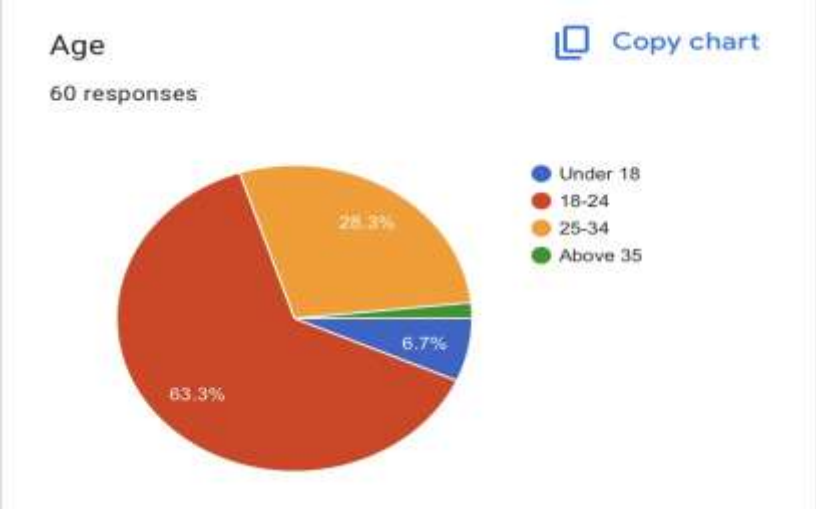

Figure-1

Therefore majority of the respondents 38 out of 60 (63.3%) are aged between 18-24 years old, while 17 (28.3%) are 25-34 years old, 4 (6.7%) are under 18 years old and the remaining 1 (1.7%) is above 35 years old.

Gender

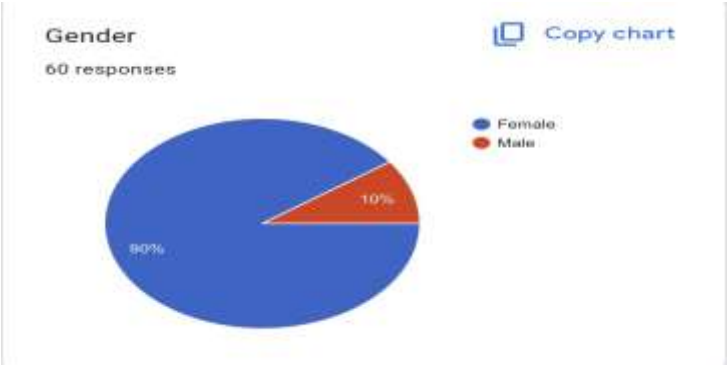

Figure-2

The results reveal that 54 (90%) of the respondents out of 60 are female subjects and 6(10%) are male. The researchers belong to a girls' college in a Saudi college and the sample is convenient.

English Proficiency Level

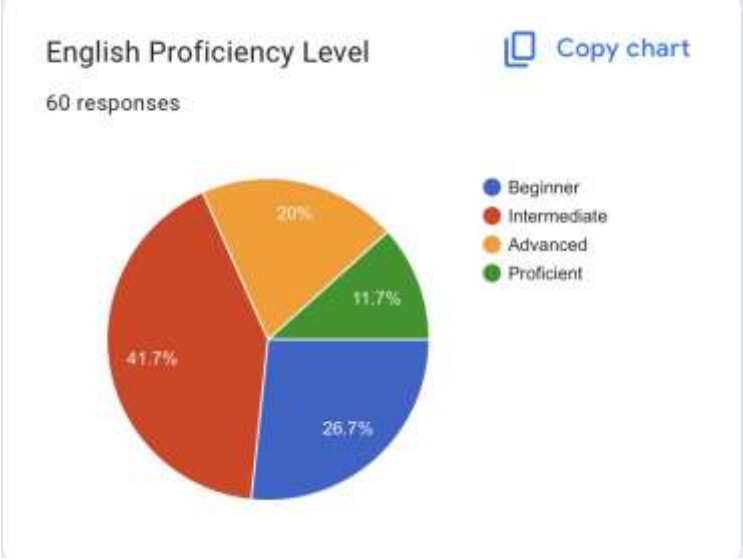

Figure-3

The English Proficiency Level of the respondents is
Beginner: 26.7%
Intermediate: 41.7%
Advanced: 20%
Proficient: 11.7%
Therefore, most of them belong to Intermediate level.

Section-2

Q.1. How long have you been learning English?

The results are as follows

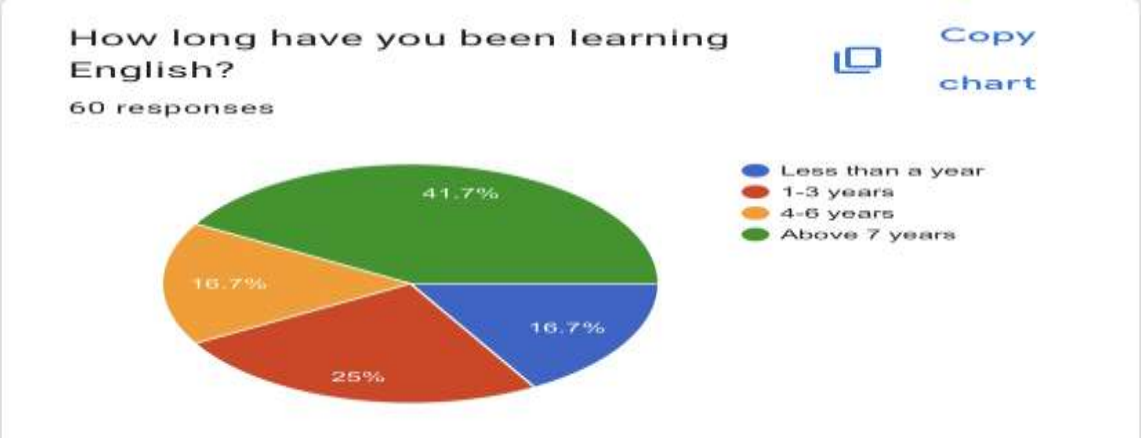

Figure-4

In first question the participants were asked about how long they have been learning English language, the results showed that around 25 (41.7%) of participants have been learning English for above 7 years . While about 15 (25%) for 1-3 years , while 10 (16.7%) for 4 years and remaining 10(16.7%) less than one year .

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Vol.13, Issue 1, pp.17-48, 2025
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Q.2. Have you used any AI tools in your English Learning process?

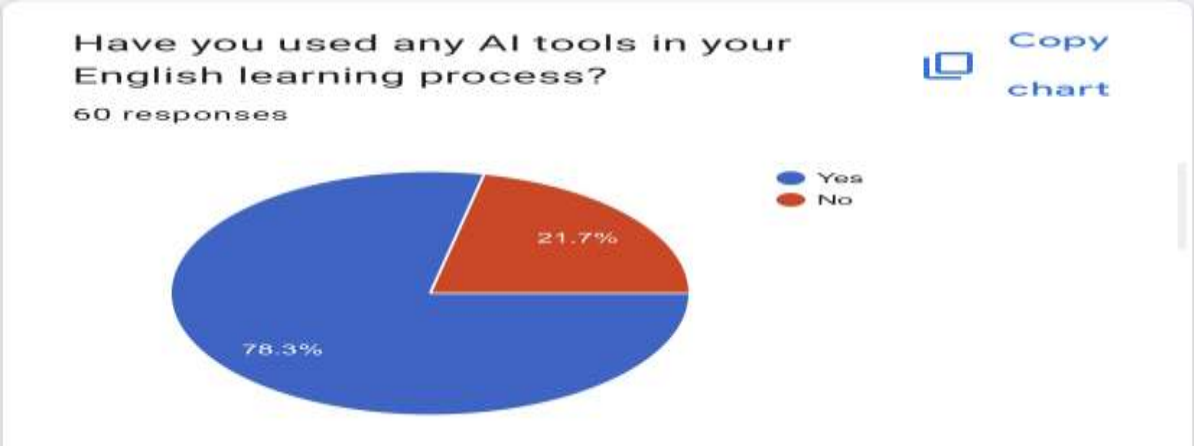


Figure-5

The participants were asked whether they have used any of AI tools during their English process , the results showed that about 47(78.3%)of participants replied positively while 13 (21.7%) negated.

Q.3. Which AI tools have you used?

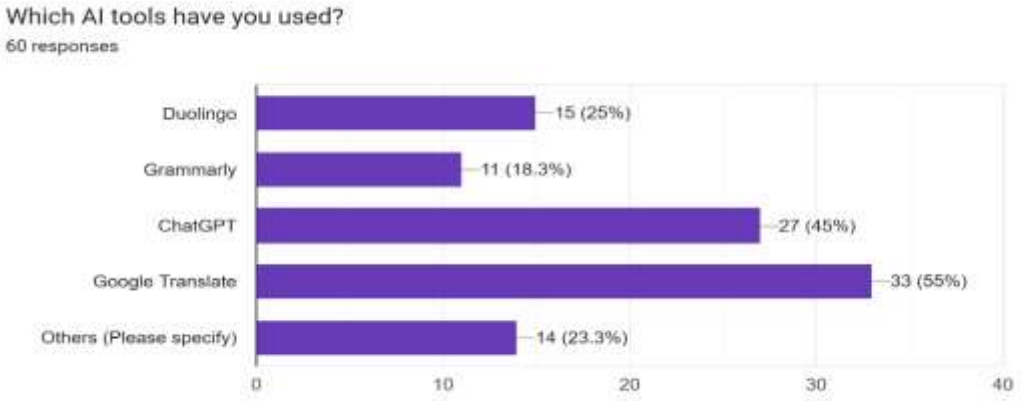


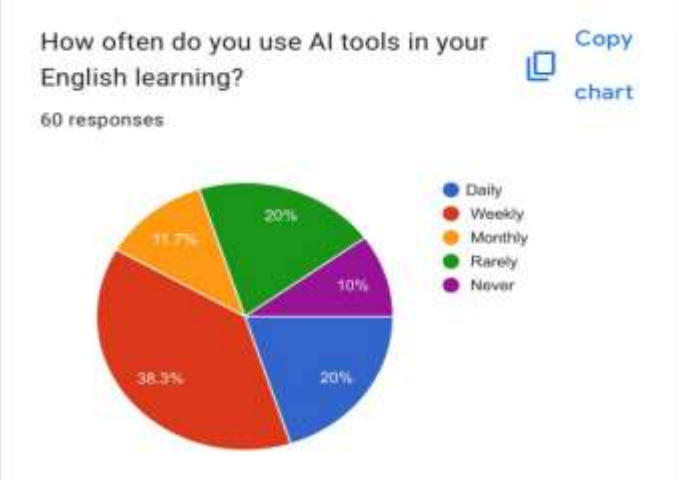
Figure-6

The responses are as follows:

Duolingo:	15 (25%)
Grammarly:	11 (18.3%)
ChatGPT:	27 (45%)
Google Translate:	33 (55%)
Others:	14 (23.3%)

Q.4. How often do you use AI tools in learning English?

The participants replied about how often they use AI tools while learning English, the results are as follows



Daily:	12 (20%)
Weekly:	23 (38.3%)
Monthly:	7 (11.7%)
Rarely:	12 (20%)
Never:	6 (10%)

Figure-7

Q.5. Which aspect of your English learning do you use AI tools for the most?

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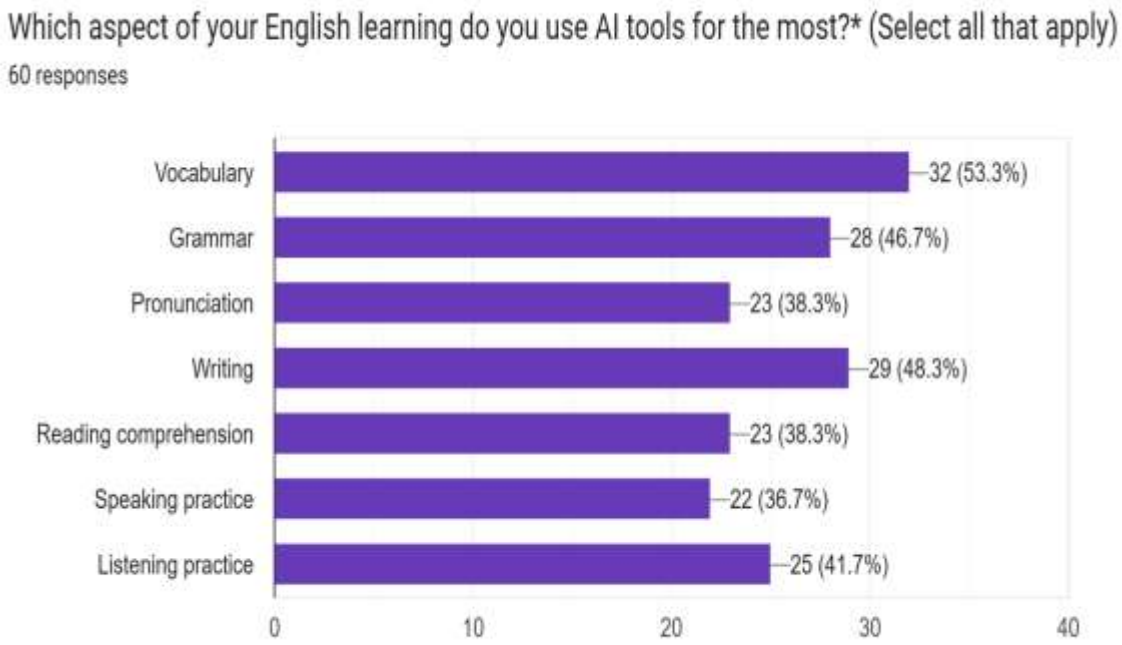

Figure-8

The respondents replied that they use AI tools in the following aspects of learning English.

Vocabulary:	32(53.3%)
Grammar:	28 (43.7%)
Pronunciation:	23 (38.3%)
Writing:	29 (48.3%)
Reading Comprehension:	23 (3 8.3%)
Speaking Practice:	22 (36.7%)
Listening Practice:	25 (41.7%)

Q.6. How effective do you find AI tools in improving your English skills?

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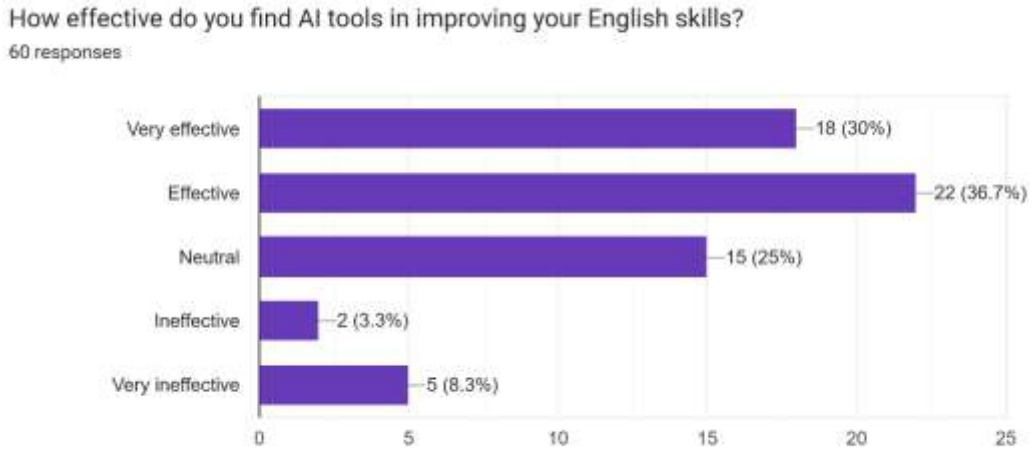

Figure-9

Q.7. How comfortable are you with using AI tools for learning English?

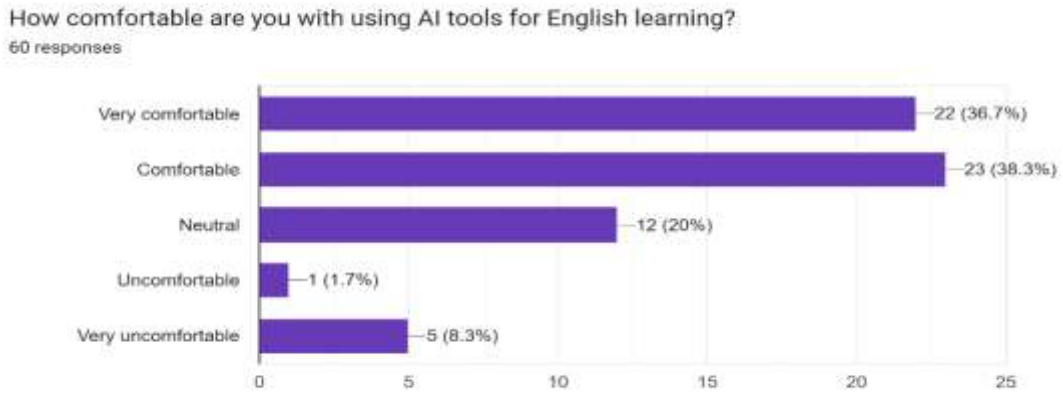

Figure-10

The responses are as follows:

Very Comfortable: 22 (36.7%)
Comfortable: 23 (38.3%)
Neutral: 12 (20%)
Uncomfortable: 1 (1.7%)
Very Uncomfortable: 5 (8.3%)

Q.8. Would you recommend AI tools to other English learners?

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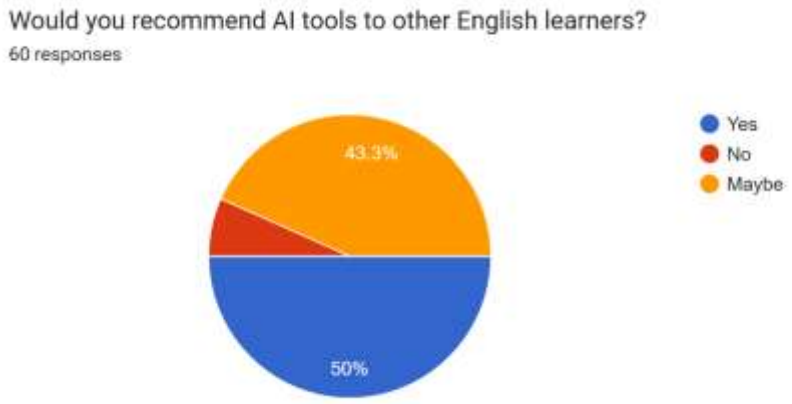

Figure-11

The responses are as follows : Yes: 26 (43.3%) No: 30 (50%) Maybe: 4 (6.7%)

Q.9. Do you think AI will play a bigger role in English learning in the future?

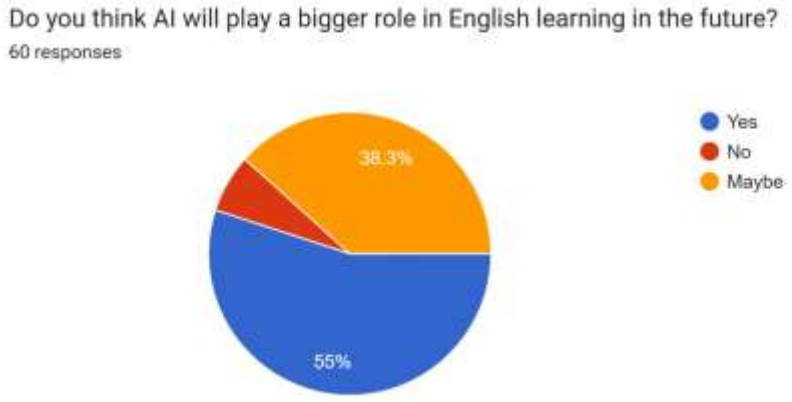

Figure-12

Yes: 33 (55%) No: 4 (6.7%) Maybe: 23 (38.3 %)

Section-3 Open-ended Question

Q.1.What improvements would you suggest for AI tools in English learning?

The responses are as follows: Only 43 responded to the query out of 60 participants.

1. Manage data sources, clean and pre-process data, and ensure the quality of data used by AI.
2. Yes
3. Chat GPT

4. Interact with humans
5. Unlimited information
6. More interactive
7. To translate the sentences more clearly
8. Explaining some meanings
9. no
10. Development more than possible
11. Speak
12. Use it without internet
13. Using artificial intelligence in restaurants and hotels to facilitate the communication process faster.
14. The language should be clear and close to the normal language
15. Solving Technology Problems - Easy Access to Artificial Intelligence
16. I don't know
17. None
18. Translation with each piece or explanation
19. To be used more for beginners
20. No
21. Multilingual support
22. Provide explanations in the learner's native language.
23. Automatic correction of some vocabulary and grammar
24. Multilingual support
25. Provide explanations in the learner's native language.
26. I have no idea.
27. Personalized learning paths
28. Tailor lessons to individual needs.
29. Chat GPT
30. Grammarly
31. Personalized learning paths
32. Tailor lessons to individual needs.
33. The source of the answers should be reliable
34. Usage and should be relating to grammar and location usage.
35. Easier apps with advanced tools instead of easy ones with very limited features
36. If you are a fan of electronic games, it is an easier and fun way to learn, through which you can talk with English speakers.
37. Artificial intelligence can teach you English, but it will not teach you colloquial English.
38. Correct errors
39. Though AI is super effective, it still lacks the context we actually need to build our English or productive responses, because we cannot provide all sensitive

information to AI for security reasons. So AI can be an accelerator but not a complete replacement to any traditional ways of learning. AL never has empathy

40. Nothing
41. Translation accuracy
42. Improve performance efficiency
43. Programs and games

CONCLUSION

The present research examined Saudi EFL learners' opinions, attitudes and the challenges the incorporation of AI faces in Saudi university education. It revealed that EFL learners in Saudi Arabia possess a high level of good opinions and positive attitudes towards AI-enabled learning and teaching. However, the study also found that a vast number of Saudi EFL learners believe that incorporating AI-enabled learning and teaching entails many challenges including privacy, teachers' and students' lack of digital competency, the lack of logistics in implementation, a shortage of experts, the addictive nature of technology, and its failure to meet the particular requirements of different student groups. The study also found that there is no difference in statistical significance in the means of the responses of EFL learners in Saudi Arabia based on their parents' educational level and residential background. However, a difference in statistical significance was found in the means of the responses of Saudi EFL learners based on their level and year of study.

Implications

The study has significant instructional consequences because it deals with students' attitudes, opinions and challenges of AI-enabled learning in EFL classrooms. As the study views the problems and challenges of AIpowered learning and teaching from EFL learners' perspectives, it will help teachers and administrators address these issues and frame policies accordingly.In conclusion, the survey findings demonstrate a promising outlook towards AI tools amongst EFL students. However, opportunities remain to optimize user experience and broaden inclusion. Targeting such issues, as evidenced by the results, may help turn impartial opinions favorable and shrink further the small dissatisfied proportion. Aligning with research emphasis on nuanced educational solutions catered for restricted resource environments, continuing progress in these areas holds the potential to advance technical integration in education.

The study signifies AI presents nascent but growing support, requiring ongoing refinement to maximize benefits and outcomes for all learners, working within local realities. With judicious guidance, such digital augmentations may open avenues to bolster equitable, impactful teaching for students in the years to come. The findings and implications discussed in this section provide a roadmap for developing AI tools that are more accessible, culturally relevant, and pedagogically effective by addressing challenges

related to infrastructure, cultural inclusivity, affordability, and faculty training, AI developers can create tools that promote equity, autonomy, and improved language learning outcomes. These insights have the potential to guide the development of AI-driven educational solutions that not only meet the needs of students but also serve as models for similar contexts globally.

This study has provided valuable insights into university students' adoption and use of AI tools to support English language learning. The findings show significant portions regularly employ applications such as ChatGPT, Grammarly, and Duolingo for skills including vocabulary, pronunciation, writing and grammar development, primarily for academic purposes but also for personal improvement. However, challenges to wider AI adoption were uncovered, such as infrastructure limitations, sociocultural barriers and lack of educator training restricting dissemination. Addressing these through offline functionality, localized content sensitive to cultural dynamics, and cost-effective models could markedly strengthen AI's impact and reach. The importance of inclusive, customized AI tools catered to underserved learners is underscored. Additionally, self-regulation features and feedback refinement further empower autonomous language development. Collaborations between technologists, pedagogues and policymakers are crucial to ensuring alignment with educational goals within local economic and technical realities. By responding to unique challenges, AI designers have an opportunity to develop more equitable, accessible and impactful language solutions - not only for students but learners in other under-resourced communities worldwide. With diligent design informed by each context's needs, technology holds promise to enhance inclusion and learner experiences globally. Future research has significant opportunities to advance the understanding of AI-enabled education in conflict-affected settings. Longitudinal studies exploring AI's long-term impact on learning outcomes across various academic subjects, not just English, could generate more robust evidence compared to cross-sectional designs. Gaining insights from instructors regarding AI adoption challenges, including barriers related to gender, digital literacy, and sociocultural factors, will also be important for inclusive integration. Examinations of how AI can support students with low connectivity or digital skills, potentially through offline or low band width solutions, may elucidate ways to expand access. There is also a need for comparative investigations of AI's role across different conflict regions, development levels and socioeconomic groups.

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Figures

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Appendices

Questionnaire

AI Tools- A perception

1. Age *
Mark only one oval.
Under 18
18-24
25-34
Above 35

2. Gender *
Mark only one oval.
Female
Male

3. Position *
Tick all that apply.
Student
Teacher
Employee
Unemployed
Any other (Specify)

4. English Proficiency Level *
Mark only one oval.
Beginner
Intermediate
Advanced
Proficient

5. How long have you been learning English? *
Mark only one oval.
Less than a year
1-3 years
4-6 years
Above 7 years

6. Have you used any AI tools in your English learning process? *
Mark only one oval.
Yes
No

7. Which AI tools have you used? *
Tick all that apply.
Duolingo

8. How often do you use AI tools in your English learning? *
Mark only one oval.
Daily
Weekly
Monthly
Rarely
Never

9. Which aspect of your English learning do you use AI tools for the most?* (Select all that apply) *
Tick all that apply.
Vocabulary
Grammar
Pronunciation
Writing
Reading comprehension
Speaking practice
Listening practice

10. How effective do you find AI tools in improving your English skills? *
Tick all that apply.
Very effective
Effective
Neutral
Ineffective
Very ineffective

11. How comfortable are you with using AI tools for English learning? *
Tick all that apply.
Very comfortable
Comfortable
Neutral
Uncomfortable
Very uncomfortable

12. Do you believe AI tools can replace traditional English teachers? *
Tick all that apply.
Yes, completely
Yes, but only partially
No, they can complement teachers but not replace them
No, they cannot replace teachers at all

13. What are the main advantages of using AI tools in your English learning?* (Select all that apply) *
Tick all that apply.
Convenience and accessibility
Immediate feedback
Personalized learning
Motivation and engagement
Others (Please specify)

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Responses

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